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ABSTRACT

Within the Seattle (Washington) public schools, potentially 1 out of every 5 students in any given classroom speaks a language other than English, and 1 in every 10 speaks little or no English. More than 75 different languages and dialects are spoken by students in the Seattle School District, with most languages being of Asian origin. However, there are relatively few language minority teachers or teachers trained in second language instruction available in the system. The Seattle Public School System, in response to requests from teachers and building administrators, has offered inservice workshops on second language instruction for several years. This paper describes the development of a two-year preservice teacher certification program, developed by the Seattle Public Schools in collaboration with Seattle Pacific University, to recruit minority and bilingual teachers. The program, the Graduate Secondary Teacher Education Program (STEP), is a part-time program which includes initial field experience and a 10-week full-day internship. A primary focus of this recruitment and training effort is the existing bilingual instructional assistants who work in the schools. The attachments to this paper include a fact sheet on STEP, instructional assistant survey forms, and demographic statistics of the language composition of Seattle School District's bilingual population. (IAH)

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THE SEATTLE PUBLIC SCHOOLS
DEPARTMENT OF TRANSITIONAL BILINGUAL EDUCATION
AND
THE ORIGINS OF THE G-STEP PROGRAM

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February 26, 1992

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SEATTLE SCHOOL DISTRICT AND THE DEPARTMENT OF TRANSITIONAL BILINGUAL EDUCATION

Seattle, located in the northwest corner of the contiguous United States, is the largest city in the state of Washington, and 23rd largest in the nation. With close to half a million ethnically diverse residents, the city has experienced very rapid growth both commercially and residentially over the past several years. There have been significant increases in the southeast Asian and Latino communities, ranking Washington as third in the nation serving this population. Seattle's resident population of today is ethnically, racially and linguistically diverse, with 22% of the total being racially minority.

The public school population is even more diverse than the city itself with 54% of the student population as racial minorities. The increases in minority student enrollment within the Seattle School District over the past several years are reflected in Table 1.

For the 1990-1991 school year, the numbers were as follows:

Chicano/Latino	5.4%
White	46.5%
African American	24.3%
American Indian/Alaskan Native	2.9%
Asian/Pacific Islander	20.9%

At present, the Seattle School District serves approximately 44,668 students. Although demographers predict that the nation will reach the following figure somewhere after the turn of the century, today in Seattle, 54% or more than 24,000 of these

students are non-white, minorities. These students are served by a certificated teacher population which is approximately 77% majority. The Seattle School District is in the process of actively recruiting minority certificated teachers.

Of the 44,668 student total, 9,369, or 21% have been identified as students for whom English is not the primary language spoken at home, and 4,752 are students who speak any one of the 75-plus primary languages and whose limited English proficiency makes them eligible for the Bilingual/ESL services offered through the Department of Transitional Bilingual Education (DTBE). Translated into classroom terms, potentially one out of every five students in any given classroom speaks a language other than English, and one in every ten speaks little or no English.

BILINGUAL STUDENT POPULATION

More than 75 languages and dialects are spoken by students in the Seattle School District. As percentages of the total population, there are presently 9,369 students, or almost 21% of the 44,668 students in the District who live in a home where a language other than English is commonly spoken. Approximately 4,700 or nearly 11% of the population are eligible to receive the services of the Department of Transitional Bilingual Education. The numbers of students in need of bilingual education services has continued to increase with an annual growth rate of 14%. The number of eligible students is anticipated to be over 5,000 by the end of the school year.

As this current 1991-1992 academic year begins, the enrollment

growth shows no signs of decreasing. As an indication of this, initial figures from the Bilingual Student Placement and Services Center reflect a 59.0% increase in the number of new LEP bilingual students enrolled into the District in August and September of 1991 over the number enrolled during the same time period two years earlier.

Time Frame	New Students Registered
8/89-9/89	379
8/90-9/90	589
8/91-9/91	601

Putting these numbers in classroom terms, a teacher in a classroom in the Seattle School District might expect that one out of every five student he or she sees speaks a language other than English at home, and that one out of every ten speaks little or not English at all. Tn an elementary class of twenty-eight, five or six will be bilingual and two or three will not speak English A mainstream secondary teacher might teach as many as thirty bilingual students - one full class- each day, with half of those being very limited English proficient.

The DTBE has received numerous requests to train mainstream staffs in methods and techniques for dealing with second language learners in their classrooms. In order to begin to address the needs of mainstream teachers and administrators, individual building workshops are being planned for this school year. However, the larger need of longer term training for all staff who regularly serve the second language learning population of the district will be addressed through the proposed Short Term Training/Aiming At America 2000 project.

Serving this large and diverse student population is a predominantly majority staff. Although the ethnic and cultural diversity of the city and the school district is represented throughout the staff, the numbers of minority certificated teachers does not reflect the numbers of students from those same groups. The numbers of majority and minority certificated teachers is shown in Table 2:

GROUP	TOTAL	%MAJORITY	%MINORITY
All Employees	4,548	68.9%	31.1%
Certificated Non-Supervisory	2,618	76.9%	23.1%
Paraprofessional	504	41.7%	58.3
SAEOP (Clerical)	425	68.9%	31.1%
Administration:			
Central Office	70	58.6%	41.4%
Building Based	153	49.0%	51.0%
All Others	777	64.9%	35.1%

Of the total number of classroom certificated teachers, 9.2% are Asian and 10.3% are African American.

The Seattle School District has recognized the need to increase minority representation in its staff, particularly its certificated teaching staff. During the 1989-1990 academic year, a number of teams were sent around the country to recruitment fairs.

The need for trained, certificated minority teachers, particularly in the areas of Bilingual and English as a Second

Language Education is further documented in the 1990 Association for School, College and University Staffing (ASCUS) report. In this document, English as a Second Language was included for the first time. Table 2 of that report indicated both Bilingual Education and ESL as Teaching fields with "Some" to "Considerable" shortages expected, Bilingual with a 4.35 on a 5 point scale" ESL with a 4.00 Table 4 of that same report indicated that region 1, the Pacific Northwest, is an area of the country which projects an increase in the anticipated number of minority teaching candidates. Region 1 is second only to the South Central Region 5 in this projection.

During the 1989-1990 school year, the Department of Transitional Bilingual Education presented a series of workshops throughout the year for Bilingual Instructional Assistants and Tutors. At the first such workshop the Instructional Assistants were asked to work in small groups and brainstorm about questions and concerns they had with their positions in the Department and the District. Although a variety of personal and building specific questions arose, the groups all had questions about their professional futures with the school district. Among the comments which were received were:

"Is there any funding available for Instructional Assistants to continue their education to become teachers?"

"The future of the program, advancement for IA, demand for IA and bilingual teachers in the coming years."

"How to make mainstream teachers understand our program, our job."

"As an IA, what can we do to get move up, get ahead. Is there a program for IA's to get teacher's certification?'

"High expectation for IA but limited training."

"What is the future of IA?"

"How can you help me become a teacher?"

At subsequent workshops, the Instructional Assistants were further surveyed for information on their interest in pursuing careers in education. In response to the question of interest in being certificated, the following results were obtained:

NUMBER RESPONDING:	58
INTERESTED:	48
UNCERTAIN:	7
ALREADY CERTIFICATED: (IN WASHINGTON)	3
"CERTIFICATED TEACHER": (IN HOME COUNTRY)	15

In response to those questions and concerns, the DTBE began to develop a close working relationship with Seattle Pacific University.

The School District and the Department of Transitional Bilingual Education have collaborated with Seattle Pacific University (SPU) to design and implement the 4 - 12 Secondary Teacher Education Program (STEP) to not only increase the number of minority certificated teachers available, but also, more specifically, the number of language minority certificated teachers to work with the growing numbers of linguistically and ethnically diverse students in the school district.

The need for such a concerted training program was determined from two different, but related points of origin. First, during the 1989-90 academic year, a series of in-service training sessions were held for the Instructional Assistants working in the Department of Transitional Bilingual Education. As part of

the initial workshops, the IAs were surveyed as to their needs . Across the board, they stated the need to have some kind of career ladder, to know how to improve their skills and marketability in education. In short, they asked how they might become certificated teachers.

At the same time, the Seattle School District, with a 23% minority teacher population in a 54% minority student population, began efforts to recruit minority certificated teachers to work with the diverse student populations the District now serves.

In the meantime, to help meet the needs of the existing staff to be better prepared to meet the needs of an increasingly diverse population of students, certificated mainstream and Bilingual/ESL staff are requesting training which will enhance the instructional competence of all staff involved with the education of second language learning students. The fact that there is growing awareness of the need for training by all staff members is evidenced from two separate but overlapping sources: there has also been an increase in the numbers of mainstream teachers who participated in in-service classes offered through the DTBE over the last two years. Approximately 35% of all who attended the university credit classes offered through the DTBE were mainstream staff.

Second, and more importantly, the DTBE central office has received an increasing number of calls for help from individual building administrators. In response to the calls, the DTBE administrative and resource team presented several short (1-3 hour) and one long (20 hour) building-based workshops for mainstream staffs during the 1990-1991 school year.

As further evidence of the DTBE's responsiveness to the changing needs of the District, the Department has begun to implement different service delivery models which have been piloted in previous Title VII projects. As of the start of the current school year, four District funded Resource Teacher positions have been created specifically to work with Bilingual and regular education staff in meeting the needs of linguistically diverse students. These Resource Teachers are available to DTBE and mainstream staff to help with materials adaptations, classroom techniques and for general help and support in working with the growing limited English speaking population in the schools.

A Brief Chronology

Initial conversations on the idea of IA certification began in the fall of 1988. At that time, two new ESEA Title VII projects were being implemented by the Department of Transitional Bilingual Education. Pre- and in-service classes were being arranged through Seattle Pacific University, and discussions among Dr. James Worthington, Dean of the School of Education, Dr. Ralph Kester, Division of Continuing Education, Juan Espinoza and Mike Donlin of the DTBE included the possibility of on-going courses leading to certification.

Through the fall and winter of 1988-89, the idea of a IA certification program began to have a more definite focus. A preliminary survey of TBE Instructional Assistants was done in the spring of 1989 to determine if there was, indeed, enough interest to continue working through the idea. A copy of that initial survey is attached.

Several meetings were held throughout the rest of that school year and into the following year. Ideas for funding an IA certification program were discussed ranging from federal Title VII Educational Personnel Training Program monies to state, local and private funding sources. The specific target population of such a project was also discussed and refined.

In February, 1990, a second survey was taken of the TBE Instructional Assistants. This second survey was more specific in the questions asked, and related directly to the educational backgrounds of the IAs. A copy of this second survey is also included in this package.

In March, 1990, a preliminary program description and funding sources were discussed. Throughout the following months the name, focus and basic requirements for participation were also refined.

By August 1990, after continued meeting with Art Kono, Dr. Worthington sent Superintendent Bill Kendrick a draft of the proposed "Bilingual Teacher Certification Program". Art had been working with and through Security Pacific Bank to help secure funding for the program. Dr. Worthington, Art and Ms. Patricia Gayton of Security Pacific, worked through the details of a $200,000 grant from the bank to be used for scholarships for the participants.

As this current 1990-1991 school year has progressed, details of the program have been worked through. Course offerings, scholarship money, information dissemination and general administration of the program are in place for a fall

1991 start. The program, The Graduate STEP began on schedule in September 1991.

ATTACHMENTS

1. Seattle DTBE Language Codes
2. Enrollment Statistics as of 10/7/91
3. Growth comparisons from 1988 to 1991
4. Discussion Draft: I.A. Minimum Compentencies for Certification
5. Initial I.A. Survey of Interest in the Teaching Profession
6. I.A. Survey of Educational Preparation
7. Photo Permission Slip for Publicity Materials
8. Flier Covers: 1 and 2
9. G-STEP Letter of Sponsorship - Front and Back
10. Security Pacific Back "In The Community"

Transitional Bilingual Education
Bilingual Language Codes

Code	Description	Code	Description
01	Chinese	51	Fiji
02	Cantonese	52	Laotian
03	Mandarin	53	Amharic
04	Pilipino	54	Swahili
05	Tagalog	55	Hausa
06	Ilokano	56	Ibo
07	Sebuano	57	African
08	Korean	58	Aleut
09	Spanish	59	Blackfoot
10	Japanese	60	Cree
11	Samoan	61	Crow
12	American Indian	62	Haida
13	Arabic	63	Navajo
14	East Indian	64	Nez Perce
15	Bengali	65	Saanich
16	Hindi	66	Sioux
17	Malayalam	67	Paiute
18	Panjabi	68	Puyallup
19	Urdu	69	Tlingit
20	Danish	70	Burmese
21	Dutch	71	Chamorro
22	Eskimo	72	Czech
23	French	73	Estonian
24	Finnish	74	Hebrew
25	German	75	Icelandic
26	Greek	76	Indonesian
27	Hawaiian	77	Jamaican
28	Hungarian	78	Lapp
29	Italian	79	Lettish
30	Malay	80	Romanian
31	Norwegian	81	Tibetan
32	Bulgarian	82	Flemish
33	Palauan	83	Taiwanese
34	Persian/Farsi	84	Kikuyu
35	Polish	85	Armenian
36	Portuguese	86	Pashto
37	Russian	87	Marathi
38	Swedish	88	Lithuanian
39	Thai	89	Hmong
40	Tongan	90	Fukienese
41	Trukese	91	Mien
42	Turkish	92	Tigrigna
43	Ukrainian	93	Cham
44	Vietnamese	94	Khumuu
45	Yiddish	95	X
46	Yoruba	96	X
47	Yugoslavian	97	English
48	Romany	98	X
49	Toishanese	99	X
50	Cambodian		

SEATTLE PUBLIC SCHOOLS
BILINGUAL STATISTICS
OCTOBER 7, 1991

As of October 07, 1991, there is a total of 44668 students enrolled in Seattle School District. 9417 of these students speak a language other than English. These bilingual students represent more than 76 different languages and dialects. This bilingual population represents 21% of the total district enrollment.

Out of the 9417 bilingual students attending Seattle Schools, 4572 bilingual students have been identified as having low English proficiency skills and therefore are eligible for supplemental services from the Department of Transitional Bilingual Education (TBE). This group of bilingual students constitutes 10% of the total district population.

The major language groups represented by the **TOTAL DISTRICT BILINGUAL** population are as follows (these groups constitute 86% of the total number of bilingual students):

Chinese Languages and Dialects	1572
Vietnamese	1487
Lao Languages and Dialects	1088
Cambodian	991
Philippine Languages and Dialects	996
Spanish	899
Korean	258
Ethiopian Languages and Dialects	256
Samoan	225
Soviet Union Languages and Dialects	157
Japanese	127
	8056

The major language groups represented by **ELIGIBLE DISTRICT BILINGUAL** population are as follows (these groups constitute 91% of the total number of eligible bilingual students):

Vietnamese	918
Chinese Languages and Dialects	701
Cambodian	621
Lao Languages and Dialects	573
Spanish	457
Philippine Languages and Dialects	353
Ethiopian Languages and Dialects	160
Soviet Union Languages and Dialects	129
Korean	110
Samoan	90
Japanese	53
	4165

BILINGUAL ENROLLMENT COUNTS
of
MAJOR LANGUAGE GROUPS

Seattle School District's eligible bilingual population has risen steadily in the last four years.

11/07/88	2886
10/23/89	3290
10/22/90	3941
10/21/91	4204

The major language groupings have remained somewhat constant over the years. Asian Language groups comprise the largest portion of students. The District's bilingual population also reflects the political upheavals of the world at certain times.

LANGUAGE GROUPS	11/07/88	10/23/89	10/22/90	10/21/91
VIETNAMESE	444	514	677	893
CHINESE	463	495	600	607
Other	43	37	48	39
Cantonese	243	275	341	357
Mandarin	81	83	107	119
Toishanese	101	96	101	89
Taiwanese	4	4	3	3
CAMBODIAN	479	508	582	580
LAO	499	497	547	540
Lao	303	316	331	306
Hmong	34	43	56	64
Mien	162	138	160	170
SPANISH	163	266	376	453
PHILIPPINE	264	308	344	308
Other	17	14	20	22
Tagalog	151	191	209	186
Ilocano	82	91	105	93
Cebuano	14	12	10	7

ETHIOPIAN	74	58	103	147
Amharic	20	21	45	49
Tigrigna	54	37	58	98
SOVIET UNION	1	23	85	131
Russian	1	19	62	92
Ukranian	0	4	23	39
KOREAN	74	83	89	88
SAMOAN	57	71	76	59
JAPANESE	37	34	50	45

I.A. MINIMUM COMPETENCIES FOR CERTIFICATION

1. Interview and Writing Sample
   Writing sample on _____ (topic)

2. Organization skills

3. Conference skills

4. Classroom management skills

5. Vocabulary — Formal/slang
   school/idioms

6. Content knowledge for elementary or secondary (subject area):

7. U.S. Education Awareness (Knowledge): Current trends

8. Cross-Cultural Proficiencies/Understanding of American culture

9. Knowledge of Human Learning Development/1st Language Acquisition

10. Commitment to Education as Career.

TBE IA SURVEY

NAME_____ DATE_____

LANGUAGES SPOKEN/WRITTEN_____

ARE YOU A CERTIFICATED TEACHER IN THE STATE OF WASHINGTON?

YES_____ NO_____

ARE YOU A CERTIFICATED TEACHER IN ANOTHER STATE/COUNTRY?

YES_____ NO_____

ARE YOU INTERESTED IN BECOMING A CERTIFICATED TEACHER?

YES_____ NO_____ UNCERTAIN_____

NAME _____

ADDRESS _____

PHONE _____

SCHOOL ASSIGNMENT _____

1. If you have a Bachelor's degree from a 4-year U.S. college or university:

   Name of college/university: _____
   Location : _____
   Degree and Major : _____
   Year : _____
   Do you have transcripts? : _____

2. If you have a Bachelor's degree from a 4-year college or university from another country:

   Name of college/university: _____
   Location : _____
   Degree and Major : _____
   Year : _____
   Do you have or can you get transcripts or other verifications? : _____

3. If you have an A.A. degree from a 2-year college:

   Name of college : _____
   Location : _____
   Degree and Major : _____
   Year : _____
   Do you have transcripts? :

4. If you have 100+ credits from U.S. college or universities:

   Name(s) of colleges or universities : _____
   : _____
   : _____
   Approximate number of credits : _____
   Do you have or can you get transcripts? : _____

5. If you currently enrolled as a part or full time student:

Name of college/university: _____

Location : _____

Degree and Major : _____

Expected date of completion? _____

Approximate number of credits completed : _____

Approximate number of credits needed to graduate : _____

Transitional
Bilingual
Education
815 Fourth Avenue North
Seattle, WA 98109-9985
(206) 281-6292

The
Seattle Public
Schools

PHOTO PERMISSION SLIP
April 24, 1991

Dear Parents/Guardians:

We are working with Seattle Pacific University on programs to help our teachers and Instructional Assistants. Seattle Pacific is printing some materials to show these programs to the teachers and IAs. We have taken pictures of some of our staff with some students, and we would like your permission to use the pictures. Please read the following sentences and sign the bottom:

> I give permission for my son's/daughter's picture to be used for educational brochures and materials printed by Seattle Pacific University during this year.

Please have your son/daughter return this letter to his/her school tomorrow.

Thank you very much.

Sincerely,

Mike Donlin

Mike Donlin
Bilingual Program

_____

Parent/Guardian Signature Date

LETTER OF SPONSORSHIP

THE GRADUATE

STEP

(GRADUATE SECONDARY TEACHER EDUCATION PROGRAM)

_____ agrees to
(School District)

participate in placing _____ in the
(intern)

two field experiences described on the other side of this sheet. The district understand the nature of the field experiences and believes that arrangements can be made within the district to accommodate the intern's need for those experiences.

The nature of the program and a list of University responsibilities are described on the other side of this sheet. For its part, the School District agrees to provide opportunity for the following intern experiences:

a. A 10 week, 50 hour initial experience consisting of 5 hours of classroom observation each week in the spring of _____.
(year)

b. A 10 week, full-time internship in a secondary classroom in the winter or spring of _____.
(year)

_____ _____
School District Representative Date

_____ _____
Seattle Pacific University Representative Date

06-05-91(IBM/PITTS/gstepspo.ltr)

SEATTLE PACIFIC UNIVERSITY
GRADUATE STEP
PROGRAM DESCRIPTION

WHAT: The Graduate Secondary Teacher Education Program is a two year teacher certification program.

WHO: College graduates who have endorsable majors and significant secondary school experience are the primary audience for the program. Part-time paraprofessionals currently working in the schools, or full-time paraprofessionals whose assignments are flexible are examples of this group.

WHEN: Most classes follow the traditional graduate school pattern. School year classes meet evenings; summer classes meet daytime. Two site experiences would require daytime flexibility for employed program participants:

Initial Field Experience: In the spring of the first year, program participants need to be free to observe in various classrooms five (5) hours a week during school hours for 10 weeks.

Internship: Toward the end of the second year, program participants complete a 10 week, full-day teaching experience in a secondary classroom setting under the supervision of a master secondary teacher and a university coordinator.

HOW: Every effort would be made to work with the district representative to determine a satisfactory time and place for these experiences. If you or your district would like additional information, please call Dr. Mark Pitts (281-2373).

This university will:

1) Evaluate each applicant for compliance with Washington State and University requirements.
2) Provide written explanation of the responsibility of field site cooperating teachers with respect to instruction, observation, and evaluation.
3) Appoint a university coordinator who will:
   a) Serve as faculty advisor to student interns.
   b) Observe the intern regularly during the on-site experiences.
   c) Conduct conferences with the cooperating teachers as to the intern's progress.
   d) Complete an evaluation of the intern's performance at the end of each on-site experience.

06-05-91 (IBM/PITTS/gsteppro.des